

Britannia Community Primary School

Rochdale Road, Bacup, Lancashire OL13 9TS

Inspection dates

17–18 January 2017

Overall effectiveness	Good
Effectiveness of leadership and management	Good
Quality of teaching, learning and assessment	Good
Personal development, behaviour and welfare	Good
Outcomes for pupils	Good
Early years provision	Good
Overall effectiveness at previous inspection	Requires improvement

Summary of key findings for parents and pupils

This is a good school

- Leadership and management are good. The headteacher has completely transformed the culture of the school since the previous inspection. An unyielding drive to secure continued improvement has resulted in both improved pupils' progress and teaching. The headteacher's determined vision of maximum achievement for all is well supported by governors and senior leaders.
- Since the previous inspection, middle leadership has improved. Middle leaders are increasingly confident and enthusiastic in fulfilling their roles. Nevertheless, there are still aspects of this role that require development.
- Teaching is good. Lessons are well planned and high expectations are evident. However, tasks set by teachers do not consistently help pupils to maximise their understanding.
- Pupils' progress since the last inspection has improved and is now good. However, more work is still required to ensure that pupils gain even more depth in their knowledge and understanding.
- Governors provide robust challenge and support to senior leaders. They know the school well and monitor its work with vigour.
- The school environment is attractive and supports learning well. Useful displays in classrooms help pupils to assess and improve their learning.
- Teachers check pupils' work regularly and help them to improve. Pupils do not always use their targets well to support their learning.
- Pupils feel and are kept very safe. They have many opportunities to learn about potential dangers and how to avoid them. They behave well, respect each other and are happy at school.
- The early years provision is good. Effective teaching and thorough monitoring of children's work ensure that they make good progress.
- Pupils who have special educational needs and/or disabilities and disadvantaged pupils make good progress. Their learning needs are well recognised and well-tailored support is provided.
- The provision for pupils' spiritual, moral, social and cultural development and understanding British values is good. Pupils are well prepared for life in modern Britain.

Full report

What does the school need to do to improve further?

- Teachers should make sure that all pupils make maximum progress by:
 - encouraging pupils to use their individual targets to check on how well they are doing and to help them to improve their work
 - consistently setting work to enable pupils to deepen their knowledge and understanding.
- Continue to develop middle leaders' skills so that they are able to evaluate independently the quality of provision and outcomes in their areas of responsibility.

Inspection judgements

Effectiveness of leadership and management

Good

- Leadership and management have been successfully transformed since the last inspection. The headteacher, well supported by the deputy headteacher, governors and other senior leaders, has displayed a relentless drive to promote maximum achievement and personal development for all pupils. Fully aware of what needed to be done following the previous inspection, the leadership team has introduced new systems and structures to secure improvement. As a result, pupils' outcomes and the quality of teaching, learning and assessment have improved.
- Middle leaders take a greater role in whole-school improvement. Continued training and support have helped them to gain confidence and expertise. They fully understand what is expected of them. However, their roles are still developing and they are currently receiving support to enable them to independently evaluate the quality of teaching and pupils' outcomes.
- Thorough systems are in place to assess the quality of teaching. This has been the main school improvement priority since the previous inspection. The use of training and carefully applied moderation techniques, such as lesson observations, work scrutiny and supportive written and verbal feedback for teachers, have resulted in clear improvement since the previous inspection.
- The curriculum is broad and balanced. The use of themes, such as 'The Art of Food' and 'Space', develops links across subjects and the opportunity for pupils to apply their learning in a variety of ways. The curriculum is further enhanced by theme days. One example of this is a day featuring the Battle of the Somme, linked to Remembrance celebrations. Pupils created a display in the front of the school, using poppies they had made, to capture the level of sacrifice.
- The curriculum is well supplemented by visits to museums related to topics, such as the 'Romans' or 'Ancient Greece'. Visits to the planetarium and the zoo enhanced the 'Space' and 'Wild Things' topics. Pupils' learning and personal development are further supported by a range of sporting and musical activities.
- The pupil premium funding is effectively used to support the learning and the personal development of disadvantaged pupils. A review commissioned by the school resulted in more focused interventions. These include increased staffing support in lessons, more challenging reading books for the most able disadvantaged pupils, staff training and home support for attendance. These have had a positive impact, resulting in the gap in achievement between disadvantaged pupils and other pupils nationally continually narrowing over time.
- The primary physical education and sports funding is used well. Specialist support has been commissioned to strengthen the teaching of physical education, most recently in gymnastics. This has resulted in increased confidence and greater expertise among staff. A range of sports and clubs have been introduced, including some more unusual ones such as bocce and cheerleading. These have proved very popular with pupils and provide a good opportunity to enhance their physical well-being. Pupils have recently been involved in external sporting competitions, with increasing success. This has had

a positive impact on pupils' self-esteem.

- Pupils' spiritual, moral, social and cultural development, including the promotion of British values, is enhanced by an exciting variety of activities. The use of books by famous authors helps to develop an appreciation of literature. Pupils' cultural development is further enhanced by opportunities to participate in a range of musical activities and events, including links with a choir from South Africa. British heritage and values are explored through celebrating the Queen's 90th birthday and Anglo-Saxon and Roman days, pupils' elections to responsible positions, such as the school council and prefects, and visits to a local court. A poster defining British values is in every classroom. A visit to a mosque, together with an assembly exploring different faiths and cultures, gives pupils an understanding of the diversity within modern British society.
- The process for checking staff performance is rigorous. Individual members of staff have targets linked to school priorities and these are carefully reviewed. Staff feel the system supports consistency and clarity in their work.
- The local authority provided significant support before and immediately after the previous inspection. This was well targeted to support key improvement priorities, such as all levels of leadership and management and the quality of teaching. However, the local authority now feels the school has improved sufficiently to enable it to adopt a lighter-touch monitoring role.
- Equality for all is inherent in the school's vision. This is clearly seen in its determination for all pupils to achieve their best and to become tolerant and respectful citizens. Its success is demonstrated by the inclusive, sharing nature of the school, based in teamwork and mutual respect.
- The school works successfully to engage parents. Reports to parents are informative and clear, and consultation evenings are well attended. Parents value the access to the school through its 'Open Door' policy and the welcome they receive. Workshops for parents, such as phonics, internet safety, spelling and mathematics calculation, enable them to work with the school to help their children learn and keep them safe.

Governance of the school

- Governors share the school's determination to continually improve and they provide robust challenge and support. Governors rigorously scrutinise the school's performance information and, as a result, are fully aware of what the school is doing well and what still requires further work. Governors are attached to specific subject areas and their focused visits aid the review of school priorities, such as pupils' interest in lessons and the learning environment.
- Governors understand how staff performance is measured against pupils' outcomes and this helps to ensure that the process is fair. They are aware of how the pupil premium and the primary physical education and sports funding are used and they check on the difference this funding is making.
- Governors ensure that safeguarding meets requirements and they diligently check risk assessments. They have received training in a range of aspects, such as child protection, safeguarding, the new outcomes measures and the early years, to help

them to carry out their roles.

Safeguarding

- The arrangements for safeguarding are effective.
- Safeguarding is a high priority for the school. All required policies are in place and staff are aware of how to report any concerns. A comprehensive training programme has been implemented for staff and governors, covering all safeguarding concerns. The processes for staff recruitment meet requirements and are monitored appropriately by the headteacher and chair of the governing body. The school site is very secure.
- Pupils are made aware of potential risks and have received support and strategies to avoid them. For example, Year 5 and Year 6 pupils have received training in the dangers of specific aspects of social media. Parents overwhelmingly believe their children are kept safe at school.

Quality of teaching, learning and assessment

Good

- The effective training and rigorous monitoring and support have resulted in improved teaching, which is now consistently effective. Lessons are well planned and learning activities are imaginatively designed. The layout of classrooms and displays support learning.
- High expectations and challenging work are consistent features of teaching. In Year 6, very sophisticated vocabulary and concepts deepened pupils' understanding of a Shakespearean play. However, on occasions, work is not always devised to deepen pupils' knowledge and understanding.
- Teachers' use of questioning is a strong feature. Questions are effectively used to develop and assess learning. In Year 2, questions such as 'How do we know?' and 'We need to prove and double-check' encouraged pupils to expand their learning and check their work.
- Teaching assistants enrich pupils' learning. Their support is well planned, based on accurate identification of pupils' needs, and is carefully structured. Their work is particularly effective in supporting disadvantaged pupils and those who have special educational needs and/or disabilities. In Year 4, a teaching assistant very patiently applied a variety of well-selected strategies, including demonstration and careful questioning, to help pupils to successfully work through a task.
- Homework is used successfully to extend learning. It is a particularly strong feature of project work, which includes independent research. This allows pupils to develop topics at home using different skills and wider sources of information.
- Teachers consistently apply the school's agreed assessment policy. Pupils are given useful advice on ways to improve their work and they respond well to this. Individual targets are displayed on classroom walls. Some pupils are not using targets as well as they should. Leaders have identified the more effective use of pupils' targets as a current area for development.
- Opportunities to support reading are wide-ranging. Guided reading is well planned, not

only to support reading, but to also expose pupils to literature, using books by well-known authors. A feature of the reading provision is 'Story Time' at the end of the school day. Teachers read stories with feeling and generate discussions about events and characters. The sessions also provide an understanding of different aspects of literature, such as fiction, non-fiction and biography. Pupils enjoy these sessions and respond with enthusiasm in discussions. These sessions promote pupils' better reading skills.

- Pupils enjoy reading and read with fluency and enthusiasm. They use their knowledge of phonics effectively to help them to read unfamiliar words and to support the accuracy of their spelling. Reading is well taught, which is reflected in improving outcomes, including the increasing proportion of pupils working currently at greater depth. Writing is well promoted across the curriculum. An independent written task is a feature of all project work. In science, pupils wrote an article for a wildlife magazine to supplement their work on animals.
- Mathematics is taught well and outcomes are improving compared with national standards. However, more work remains to fully ensure that pupils are able to work at a deeper level of knowledge and understanding. The promotion of numeracy skills is an increasing feature across the curriculum. Examples include the use of Venn diagrams in history and the calculation of map coordinates in geography.

Personal development, behaviour and welfare

Good

Personal development and welfare

- The school's work to promote pupils' personal development and welfare is good. Pupils feel very safe and well cared for at school. They believe teachers make sure that they are safe by helping them to identify potential dangers and enabling them to act responsibly. Personal safety outside school is supported by initiatives such as 'Bikeability' to develop road safety and there are visits from the police. Parents are very impressed with the quality of care and support their children receive. A typical comment was 'Britannia is a lovely school. It is a place where children are nurtured and encouraged to reach their full potential, socially and morally too.'
- The increase in sporting provision has enabled pupils to participate in a wide range of sports and competitions. Sports clubs are popular and, for the first time, the school is doing well in external competitions. Pupils' leadership skills are developed effectively by becoming 'sports ambassadors'. One of the responsibilities of this post is to organise school competitions and activities during social times. The sports programme has boosted pupils' physical well-being and self-esteem.
- The opportunity for pupils to develop and take on responsibilities is a strength of the school. Pupils are involved in a range of leadership roles, including prefects and 'Britannia Buddies', who provide help and support during social times. All leadership roles, including head boy and head girl, are elected by pupils, enhancing their sense of ownership.
- Pupils demonstrate mutual respect and tolerance of each other's views; for example, in lessons they discuss issues and exchange ideas. In Year 1, pupils discussed and evaluated the ways in which family income might best be spent. They were confident

in giving their views and respectfully accepted each other's opinions.

- Pupils believe bullying is rare and are confident that it will be effectively dealt with when it occurs. They understand what bullying is and its various forms. Pupils are supported in this by assemblies, talks from visitors and training in the safe use of the internet. Parents fully endorse the effectiveness of the school's anti-bullying strategies.

Behaviour

- The behaviour of pupils is good. Pupils behave well during social times and when moving to lessons. They are friendly and welcoming. They respond quickly to staff instructions and carefully adhere to school routines.
- Pupils always arrive punctually to lessons and are ready to learn. They take pride in their work and are keen to display it. They generally are interested and involved well in lessons, but occasionally they become less focused when the tasks they are set do not fully motivate them.
- Pupils enjoy school and this is reflected in their attendance. Attendance is currently in line with national averages and this has also been the case over time. Strategies to improve the attendance of disadvantaged pupils and those who have special educational needs and/or disabilities have proved to be particularly effective.
- There have been no exclusions of any type at the school currently or in recent years.
- The school manages behaviour well. The behaviour policy emphasises both rewards and sanctions. Good behaviour is celebrated. One such popular initiative is 'Britannia Bees', which allows pupils to earn a wearable badge for good behaviour. A typical comment was 'I love the Britannia Bee system – bee-ing the best.'

Outcomes for pupils

Good

- Outcomes at the end of Year 6 in 2016 were broadly average compared with all schools nationally, but were above average for writing and English grammar, spelling and punctuation. Current school information and first-hand inspection evidence indicate that outcomes are improving in reading and mathematics, with an increasing proportion of pupils attaining at above the expected standards for their age. Overall, pupils achieve the expected standard for their age in writing.
- At the end of Year 2 in 2016, outcomes were generally in line with all schools nationally, except for greater depth in reading and mathematics, which was below that seen nationally. Inspection evidence indicates an improving picture in reading, writing and mathematics. Pupils are increasingly acquiring knowledge in reading and mathematics at a greater depth.
- Pupils' progress in Year 6 in 2016 was comparable to all schools nationally in reading, writing and mathematics. Pupils' work in their books and in lessons indicates overall progress is improving further.
- The Year 1 phonics screening check shows above-average results in 2015 and this improved further in 2016. Outcomes were also above average in Year 2. Currently, the outcomes in phonics continue to be good as a result of effective teaching and support.

- Pupils who have special educational needs and/or disabilities make good progress from their starting points. Strong leadership of their provision, supplemented by ongoing training and accurate assessment, supports their progress well.
- Disadvantaged pupils are making good progress in key stage 2. Current information and inspection evidence indicate that there is no gap between their achievement and that of other pupils. In key stage 1, their attainment is more variable, partly due to more complex learning needs. However, specially designed and targeted intervention and support are having an impact and the gap is narrowing between their attainment and that of others. The progress of the most able disadvantaged pupils is a priority.
- The less able and the most able pupils make good progress. The needs of the less able pupils are well supported. Inspection evidence indicates that the most able pupils are making accelerated progress in key stage 2, with an increase in the proportion on track to achieve the higher standard. In recent years, the most able pupils at key stage 1 have not achieved as well as those in key stage 2, but targeted support is now in place to promote higher achievement for this group.

Early years provision

Good

- The leadership and management of the early years are good. The recently appointed early years leader has high expectations and a clear determination to improve outcomes. An effective team has been created, which has enabled standards to improve. On entry to the early years from starting points broadly typical for their age, all children have made good progress for the past two years. This includes children who have special educational needs and/or disabilities and disadvantaged children. The progress of some boys is not as good. However, boys' needs are being effectively addressed through carefully designed support. Similar strategies are also employed for children not making sufficient progress in phonics. Overall, children are well prepared for Year 1.
- Teaching is consistently effective. Stimulating indoor and outdoor areas inspire learning and involvement. In the well-designed, easily accessible classrooms, guidance for writing and individual targets help children to independently manage and assess their work. Effective questioning, including 'What do you think' and 'What do you need', develops their decision-making skills.
- Behaviour is good. Children understand routines and respond well to adults' instructions. They display independence and confidence in their actions. For example, children choose their own snacks and follow the correct routines, such as tidying up toys and games. They work well with each other and share resources willingly.
- Children's work and progress are carefully evaluated. Each member of staff is responsible for the direct assessment of 10 children, enabling them to carefully manage their progress. All assessments are monitored by the early years leader.
- The teaching of phonics is well integrated into learning activities. For example, children are encouraged to sound out words when writing to help them to spell correctly. Phonics teaching ensures that work is appropriate for all levels of ability and delivered in an exciting and engaging way. Interesting activities and resources, including flash cards, pictures and singing, support this.

- Children are kept safe. Staff ensure that their welfare and safety are paramount and children are carefully monitored, both in the indoor and outdoor areas. All safeguarding requirements are met and staff receive all relevant training. Children say that they enjoy school and feel safe.
- Staff in the early years promote close involvement with parents, which helps to support their children's learning. Parents are regularly informed, through newsletters, about how well their children are achieving and their progress against targets. Coffee mornings and phonics workshops promote their active involvement in the school's work. Parents say that they value the regular feedback they receive and understand how effective learning can be encouraged through play.

School details

Unique reference number	119189
Local authority	Lancashire
Inspection number	10024106

This inspection of the school was carried out under section 5 of the Education Act 2005.

Type of school	Primary
School category	Community
Age range of pupils	4 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	222
Appropriate authority	The governing body
Chair	Anna Preece
Headteacher	Natalie Longstaff
Telephone number	01706 874 447
Website	www.britanniaprimary.co.uk
Email address	head@britannia.lancs.sch.uk
Date of previous inspection	20–21 January 2015

Information about this school

- The school meets requirements on the publication of specified information on its website.
- The school is smaller than the average-sized primary school.
- Most pupils are of White British heritage.
- The proportion of disadvantaged pupils is below average.
- The proportion of pupils who have special educational needs and/or disabilities is below average.
- An external provider manages the breakfast and after-school clubs. It was inspected in March 2015 and judged as good.
- The school meets the government's current floor standards, which are the minimum expectations for pupils' attainment and progress in reading, writing and mathematics

by the end of Year 6.

- Before and immediately after the previous inspection, the local authority provided extensive support to the school in areas including leadership and management and the quality of teaching, learning and assessment. Currently, however, the local authority provides a purely monitoring role based on the school's improvement over time.
- The headteacher had been in post since September 2014 and the deputy headteacher since January 2015.

Information about this inspection

- Inspectors observed learning in lessons and parts of lessons. Most of these were carried out jointly with senior staff. Inspectors also observed the start and end of school and break and lunchtimes.
- Meetings were held with school staff, the chair of the governing body and four other governors and two representatives of the local authority. Meetings and informal discussions were also held with pupils and parents.
- Inspectors looked at pupils' work in their books and lessons and heard a range of pupils read from different year groups.
- School documentation examined included development planning, self-evaluation and information about pupils' outcomes. Inspectors looked at the minutes of governing body meetings and information relating to safeguarding, attendance and behaviour.
- Inspectors took account of 50 responses to Ofsted's online survey, Parent View, as well as comments received through its free text facility. They also scrutinised 20 responses to the staff questionnaire.

Inspection team

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Ofsted Inspector

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